

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN READING
NARRATIVE TEXT AND WRITING NARRATIVE TEXT AT TENTH
GRADE OF SMA N 1 PULAUPANGGUNG TANGGAMUS IN THE
ACADEMIC YEAR OF 2019/2020**

Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree



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ABSTRACT

In learning English as a foreign language there were competence referred to four language skills. They were listening, speaking, reading and writing. Reading and writing as parts of language skills should have mastered well by the students because they were essential factors that influences activity in learning English. The objective of this research was to know whether there was the positive correlation between students' ability in reading and writing narrative text at tenth grade of SMA N 1 Pulaupanggung Tanggamus in the academic year of 2019/2020.

The research methodology used in this research was correlational research. The populations of this research were all students of the Tenth grade. The population was 140 students. The sample was chosen based on cluster random sampling technique. The sample taken was class X IPS 2 consisted of 23 students. In collecting the data used instrument in the form multiple choice test for reading ability and writing test for ability in writing narrative text. After giving the try out, the data were analyzed by using Pearson's Product Moment formula.

From the data analysis computer by using SPSS, it was obtained that Sig (P Value) = 0.000 and $\alpha = 0.05$. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected because Sig (P Value) = 0.000 < $\alpha = 0.05$. Based on this research, there was positive correlation between students' reading ability and their writing ability at the second semester of tenth grade of SMA N 1 Pulaupanggung in the academic year 2019/2020.

Keywords: *Correlational Research, Narrative Text, Reading Ability, Writing Ability*

DECLARATION

I hereby that this thesis entitled “The Correlation between Students’ Ability in Reading Narrative Text and Writing Narrative Text at Tenth Grade of SMA N 1 Pulaupanggung Tanggamus in the Academic Year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements, ideas, and references from various sources and they are properly acknowledged in the next.



Bandar Lampung, 10 December 2020

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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ
كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا

”If the ocean were ink (wherewith to write out) the words of My Lord, sooner would the ocean be exhausted than would the words of My Lord, even if we added another ocean like it, for its aid.”¹ (QS. Al- Kahfi: 109)



¹ Abdullah Yusuf Ali, *the Holy Qur'an Text and Translation*. (Islamic Book Trust: Kuala Lumpur, 2005), p. 356-357

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing me. Then, I faithfully dedicated this thesis to:

1. My beloved parents the Late Mr. Ali Yudin and Ms. Ani Hartati who always pray for my success and give me motivation and support to study hard until now. So I could finish this thesis.
2. My beloved husband, Fakhri who always love me and wish for my success. Thanks for all the motivation and pray.
3. All of my family who always give me motivation and suggestion in finishing this thesis.
4. My beloved friends, Umi Kulsum, Ahmad Ad Dairaby, Arief Rivan, Ahmad Sobari, Deni Imada, April Firmansyah, Susanti and all my classmate (PBI C Class) who always support me in writing this research.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Sri Safitri Mulya Ningsih. A. Sri was born in Talang Padang on February 2nd, 1997. Sri is the second child of two children from the Late Mr. Ali Yudin and Ms. Ani Hartati. She has older sister whose name is Nur Inti Luthfi Maqhfiroh. A. Also, she was married on April 5th, 2020. Her husband's name is Fakhri.

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Alhamdulillah, Praise is to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Correlation between Students’ Ability in Reading Narrative Text and Writing Narrative Text at Tenth Grade of SMA N 1 Pulaupanggung Tanggamus in the Academic Year of 2019/2020”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, this thesis obtained so many helps, assistances, aids, supports and many valuable things from various sides. Therefore, somebody that did this research would sincerely thank:

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Finally, this research is fully aware that there are still a lot of weaknesses in this thesis. Therefore, this research sincerely welcomes critic and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 10 December 2020

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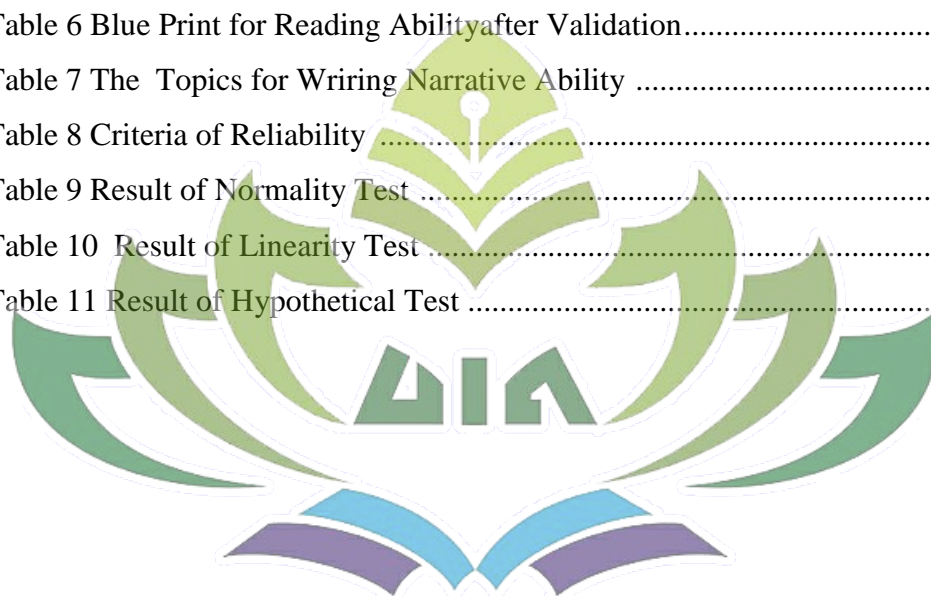
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading includes skills that student must have because reading is an important factor that affects a person's activity in communicate. By it, people can get the information widely without going anywhere. Moreillon assumed reading means creating implication from information of text and visual¹. Also, Rossenbelt established a concept of reading such as a deal between reader, text, and also writer's meaning².

These show, reading means a process of transaction meaning among the reader, the text and the author from printed materials and visual to receive thoughts or info extended through text. It can be conclude, reading means a progression to know a content of text also obtain info that is not only looking for words or graphic signs; obtains implication from every single word, line and paragraph to get what that we read.

The reason why we read in order to learn. And reading needs ability to do it. Urquhart & Weir in Feng Liu state that "reading ability can be described as a cognitive ability which a person is able to use when interacting with texts".³ Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.

¹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension; Maximizing Your Impact* .(Chicago: American Library Association, 2005), p. 10

² *Ibid*, p. 19

³ Liu, Feng. *Reading Abilities and Strategies: A Short Introduction*. School of Foreign Languages. Qingdao University of Science and Technology. Vol. 3, No. 3; August 2010

Therefore, it can be said that reading ability is the ability to comprehend a text which tells informations, events or experiences to the readers.

In addition, Reading also designed for students know the sentences and paragraphs structures; some vocabularies that implied; and proposes the right topic and content for their reading a text. Text means a section of oral or printed linguistic which takes some features: that usually consists of numerous sentences and composed from organization or unit, for the example report, essay or letter⁴. Furthermore, some types of text, they are procedure, descriptive, narrative, recount, report, etc.

Narrative text is story or narration even if it is true or fictions. Joyce & Feeza stated that narrative is story approximately one or else more than two individuals who solve a problem. It describe narrative display reaction of capabilities of persons, discover their group also educational morals and amuse readers. The aim is amuse people and catch their of the reader or listener consideration of the story⁵. Depend on previous statements, it can be concluded that narrative is story which is it can be or fictions. Someone who has ability to extract information by communicate or make sense of narrative text with his knowledge, abilities, also strategies toward achieve purpose of reading activity can be said reading narrative text ability.

⁴Richards, et. al., *Longman Dictionary of Applied Linguistics*. (London: Longman Group UK Limited, 1992), p. 594

⁵ Dini Utami Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Texts" (Journal of English and Education 2013, 1(2), 16-22), p.17

Meanwhile, reading affected writing. Rijlaarsdam said that reading nourishes writing⁶. Based on Nation statements, an activity which can usefully be prepared or work in the other skills of listening, speaking and reading means Writing.⁷ Therefore, Raimes states that “writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences, and paragraph using eyes, brains and hands.”⁸ In this research, writing is the students’ ability in producing a narrative text as the written language. Depend on previous statements, it can be concluded that narrative can inspiring by the writer’s their experience or fiction. So, writing narrative texts imply telling story or ideas. And the ideas we get from reading.

Reid said that correlations exist between effective readers and effective writers⁹. Tierney and Pearson says that “in someone’s heart to understand the connection of reading/writing relationship, they need activate to sight reading and writing as essentially similar processes of meaning construction”.¹⁰ Those statements clarify that reading and writing have correlation. Correlation means numerical assessment toward decide the propensity or form used for

⁶ Gert Rijlaarsdam. *Effective Learning and Teaching of Writing; A Handbook of Writing in Education Second Edition*, (Boston: Kluwer Academic Publishers, 2005), p. 40

⁷ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) , p.113

⁸ Raimes, A. *Techniques in Teaching Writing*, (New York : Oxford University Press, 1987), p.76

⁹ Joy M. Reid, *Teaching ESL Writing*. (Upper Saddle River, New Jersey: Parentice Hall, 1993), p. 15

¹⁰ Tierney, R. J., & Pearson, P. D, *Toward a composing model of reading. Language Arts*, (Washington: ERIC Clearinghouse, 1983). p. 261.

two or more variables /dual groups of data toward differ consistently¹¹. It can be conclude, correlation means measuring the relationships of two or more data to vary consistently.

Thus, Krashen said that the power of reading is overwhelming. The proof is reading aimed at preference is; self-choosen amusing reading is the chief foundation of the reader ability, to holder complex grammatical constructions, to write thru suitable style of writing, and to improve vocabulary and spelling abilities.¹² That is, someone ensure reading with pleasure has a opportunity, though and person that don't has the habit of reading pleasure basically don't has a opportunity. People had an actual problematic to read also write in high level plenty to handle by the difficulties of this world.

Correlation of Reading and writing has planned below a positive direction. Nelson and Calfee believed that both reading and writing need students to enthusiastically complicate in building implication. Students deliver individual reply also spirits which may be managed keen on communicative writing.¹³ In this case, reading normally used to excite writing as a cause of inspiration.

¹¹ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Upper Saddle River, New Jersey: Pearson Education, Inc, 2008), p. 338

¹² Stephen Krashen. *Free Voluntary Reading*. (California: Libraries Unlimited, 2011). p. 23

¹³ Ronald Ershadi P, Muhammad Syarfi, Desri Maria, "*The Correlation between Reading Comprehension and Writing Narrative Text Ability of the Third Semester Students of English Study Program Teachers Training and Education Faculty of University of Riau*", (Riau: 2012) p. 4

As Smith states, “to study writing for newspapers, you have to read newspapers; a text book about them wouldn’t be enough. For magazines, look for magazines instead of taking correspondence courses in writing magazine. And for write poetry, just read it.”¹⁴ Based on that explanation, reading has a correlation with written, to learn to write something we must read what we are going to write, not only learn to write newspapers, magazines and even poetry but can also start with something small like a text, one of them is a narrative text.

By interviewing an English teacher at SMA N 1 Pulaupanggung on the preliminary research at SMA N 1 Pulaupanggung, students had enough problems in reading and writing. The student found difficult to read and really confused in wrote sentence. They could not apply English well. The teacher said this could happen because most students didn’t have enough experience in reading and writing in English. So, the teacher believed that students had problems when they want to read and write a text.

Several students at SMA N 1 Pulaupanggung were also interviewed. The students were asked about what they thought about learning English and what problems they were facing. They have same problem, they are low at applying their writing in English as bad as in understanding what the meaning of the text they are reading.

From these case, it can expected that the ability in reading students is low. in fact, the criterion of minimum mastery (KKM) of this school is 70 for

¹⁴ Inayatul Maula, “*The Correlation between Students’ Reading Habit and Their Ability of Writing Narrative Text*”, Unpublished Undegraduated thesis: Semarang: UNNES Semarang, 2015) p. 4

ten class, 72 for eleven class and 75 for twelve classes. The English teacher said that many students who scored below KKM whereas a small number of students who scored above KKM. That statement can be proved by seeing table below.

Table 1
The Table of Reading Score of Students at Tenth Grade of SMA N 1
Pulaupanggung Tanggamus
2019/2020

No	KKM	The Number of Students	Percentage
1	≤ 70	83	59.28 %
2	≥ 70	57	40.71 %
Total		140	100 %

Source: Documentation from English teacher of SMA N 1 Pulaupanggung academic year 2019/2020

It can be seen, more of 59 % students who didn't pass the criteria of minimum mastery (KKM). Here remained only 57 students from 140 students passed the KKM in SMA N 1 Pulaupanggung. It displays that ability in reading text of students in SMA N 1 Pulaupanggung in 2019/2020 academic year is low.

In preliminary there some difficulties faced in reading ability, for example, students didn't able to understanding the text specifically followed in class X of SMA N 1 Pulaupanggung. Many students didn't pass KKM in reading mainly narrative text.

In other point, some students had interviewed. From the result of interviewed, can be seen how the teacher taught reading the text. First, she asked them to listen to the explanation about the material. Second, they read the text to acquire their understanding from the teacher. Finally, the teacher led the students to identify students' understanding or not. At that situation,

she centered in class, so they didn't pay attention well. In this case, the class wasn't conducive. The students didn't active in the process of learning and didn't pay attention when material was offering by the teacher in process of learning. It wasn't easy for students in reading to reached the objective of learning and this situation would affect to the students' language skills.

At that time, the teacher was interviewed too about her students' writing score, it can be seen they find difficulties in writing ability. So, may be assumed their writing ability were low too.

Table 2
The Table of Writing Score of Students at Tenth Grade of SMA N 1
Pulaupanggung Tanggamus
2019/2020

No	KKM	The Number of Students	Percentage
1	≤ 70	94	67.14 %
2	≥ 70	46	32.85 %
Total	140		100 %

Source: Documentation from English teacher of SMA N 1 Pulaupanggung academic year 2019/2020

It can be seen that 94 students got score of writing ability lower from the criteria of minimum mastery (KKM) and only 46 students that passed the KKM. Furthermore, writing text ability of students in SMA N 1 Pulaupanggung in 2019/2020 academic year is low.

Futhermore, some students interviewed. From interviewing section, the student got difficulties to express their ideas in writing narrative text. Most of the students had problem with their writing and they didn't able when the teacher asked to writing something.

There some research that are relevant with this research. Such as, Yusra Ahmed, Richard K. Wagner, and Danielle Lopez had conducted a research authorized Developmental Relations between Reading and Writing at the Word, Sentence and Text Levels: A Latent Change Score Analysis. The results; First, they ought to presented that a reading/writing typical is extra acceptable than a bidirectional typical, exclusively at the word and text levels. Second, dormant modification score models are suitable for telling evolution in reading and writing, and relationships between them. Third, writing was a occupation of reading at totally levels of language and reading was a occupation of writing at the sentence level.¹⁵

The other research was Dewi Eka Juriati, Ariyanti and Rinda Fitriana. They focused on The Correlation between Reading Comprehension and Writing Ability in Descriptive Text. They found out that reading comprehension of students does not certainly impact their writing ability, while some earlier research establish significant connection among the dual variables, this was presented dissimilar end result meanwhile there was dissimilarity of students level of learning.¹⁶

In addition, Septika Ariyanti and Aulia Hanifah Qomar had conducted a research entitled The Correlation between Students' Reading Motivation; Vocabulary Mastery and Writing Ability in Recount Text had concluded

¹⁵ Yusra Ahmed, Richard K. Wagner, Danielle Lopez, "*Developmental Relations between Reading and Writing at the Word, Sentence and Text Levels: A Latent Change Score Analysis*", J Educ Psychol. 2014 May 1, p. 16.

¹⁶ Dewi Eka Juriati, Ariyanti and Rinda Fitriana, "*The Correlation between Reading Comprehension and Writing Ability in Descriptive Text.*", Southeast Asian Journal of Islamic Education Volume. 01, No. 01, 2018., p. 11

there was confident and substantial relationship among student's motivation of reading and writing ability in recount text at third semester in Muhammadiyah University of Metro academic year 2015/2016.¹⁷

On interviewer's result and the test that had conducted on preliminary research that reading ability at least has an important part in writing ability. Thus, the research conducted entitled: "The Correlation between Students' Ability in Reading Narrative Text and Writing Narrative Text at Tenth Grade of SMA N 1 Pulaupanggung Tanggamus in the Academic Year of 2019/2020."

B. Identification of the Problem

In this research, the identification the problem as follows:

1. The student's have difficulties in reading narrative text..
2. The students find difficulties in writing narrative text.
3. The students find difficulties to organize the sentence in writing narrative text.

C. Limitation of the Problem

In this research, the limitation of the problem concentrated on the positive correlation between students' ability in reading and writing in narrative text especially on the theme legend which has existing on syllabus at the second semester of the tenth grade of of SMA N 1 Pulaupanggung Tanggamus in the academic year of 2019/2020.

¹⁷ Septika Ariyanti and Aulia Hanifah Qomar, "The Correlation Between Students' Reading Motivation, Vocabulary Mastery And Writing Ability In Recount Text", *Premise Journal* Vo. 5 No. 2 October 2016, p. 30

D. Formulation of the Problem

In this research, the problem formulated in the following research questions:

Is there any positive correlation between students' ability in reading narrative text and writing narrative text at tenth grade of SMA N 1 Pulaupanggung Tanggamus in the academic year of 2019/2020?

E. Objective of the Research

In this research, the objective in this research is to know whether there is any positive correlation between students' ability in reading narrative text and writing narrative text.

F. Significance of the Research

The significance the research is about the positive correlation between students' ability in reading narrative text and writing narrative text that the result of the research was valuable and gave specific contributions:

1. Theoretically

In this research, hopefully inform about student's ability in reading and writing narrative text also enriched the other about the positive correlation between student's reading and writing narrative text.

2. Practically

- a. For students motivated them to exercise extra than they ensured before and inspire them to study English by educating their ability in reading and writing especially in narrative text.

- b. For teachers was valuable to consider them to teach and educate better than before about reading narrative text and writing narrative text.
- c. For other optimistically may be valuable for them for orientation about The Correlation between Students' Ability in Reading Narrative Text and Writing Narrative Text at Tenth Grade of SMA N 1 Pulaupanggung Tanggamus in the Academic Year of 2019/2020.

G. Scope of the Research

1. Subject of the Research

In this research, the subject of the research is the students at the second semester of the tenth grade of SMA N 1 Pulaupanggung.

2. Object of the Research

In this research, the object of the research is students' ability in reading and writing narrative text.

3. Place of the Research

In this research, the researcher takes place at SMA N 1 Pulaupanggung.

4. Time of the Research

In this research, the research conducted at second semester of tenth grade in the academic year of 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Reading

Our knowledge is sometimes broadened and informed by reading activities and also the activity of reading are often found at book, article, etc. If students need their reading ability and their reading experience improved, they ought to follow their reading more and more. Another issue, students ought to reading slowly and don't open a dictionary too usually. They ought to try and guess the meanings by making an attempt realize to seek out any clue words in keeping with the context within the passages if they find new words.

There are many varieties of definitions of reading. A number of them are reading is the process to urge, to know and to catch the content of the reading. Besides, a process to know a written text which implies extracting the specified information from it as expeditiously as attainable referred to as reading.

Reading is creating that means from print and from visual information.¹⁸ Rosenblatt established a concept of reading such as a deal between the reader, the text, and the writer's meaning¹⁹.

These show, reading means a process of transaction meaning among the reader, the text, and the author from printed materials and visual to receive thoughts or info extended through text. It means reading could be a process to

¹⁸ Judi Moreillon, *Loc. Cit.*

¹⁹ *Ibid*, p. 19

know the text content and to urge information that not solely searching for words or graphic symbols however also obtaining that means from word to word, line to line or paragraph to paragraph to know what we have a tendency to read.

B. The Concept of Reading Ability

Urquhart & Weir in Feng Liu state that “reading ability can be described as a cognitive ability which a person is able to use when interacting with texts”.²⁰ Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process. Therefore, it can be said that reading ability is the ability to comprehend a text which tells informations, events or experiences to the readers.

Caldwell stated that comprehension is additionally to know fully and be accustomed to a state of affairs and truth. Comprehension begins with affecting of words on the sheet of paper to that meaning in the mind, knowing the words of people thru faulty memorial and information of letter and sounds patterns; corresponding subsequent pronunciations to those meanings and at finally linking these words keen on unit plan. It is not a one unitary process.²¹ It means comprehension is process ability to make create of the context base on what they reads or hears. Its quiet interprets the text.

²⁰ Liu, Feng, Loc.Cit.

²¹ JoAnne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*. (New York: The Guildford Press. 2008), p.5.

Brown established the criteria are normally for utilized in evaluating students' Reading Comprehension ability, they are:

1. Main idea (topic)
2. Expressions/idioms/phrases in context
3. Inferences (implied detail)
4. Grammatical features
5. Detail (scanning for a specially stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.²²

From those, it are often ended reading ability means that the ability to extract info from written also printed text and mistreatment his or her informations, abilities and process toward realize aim activity of reading itself associated with main idea (topic), expressions/idioms/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas and vocabulary in context.

C. The Concept of Narrative Text

Jordan stated that narrative text could be a kind of text that describes events within the historical also that connected at a very period order/sequential sequence.²³ Also, Oshima and Hogue pointed out identical

²² Syofnidah Ifrianti, *Increasing Student Reading Comprehension by Using Jigsaw Strategy*, Journal English Education, Vol.5 No.1 (July 6th 2017), p.151

²³ R. R. Jordan, *Academic Writing Course: Study Skills in English*, (Essex: Pearson Education Limited, 2003), p. 27.

issue such as Jordan's opinion before, which is narrative or story writing could be a story that was formed established mostly upon time imperative; which is the time order was provide an outline concerning what events occur first, next, after that, and so on.²⁴ So, from those statements we are able to conclude that narrative text could be a kind of text that describes events within the past created based mostly upon time order; the time order is employed to provide an outline concerning what events occur first, next, after that, and so on.

Barthes said that narratives such as myth, legend, fable, tale, novel, history, epic, drama, comedy, tragedy, meme, painting, cinema, comics, news item and conversation.²⁵ In different hand, Diah and Sabri state that "narrative text is sometimes taken from the kind of story such as fairy tales, folk stories, fable, and so on".²⁶ From those arguments, we can conclude that the kinds of narrative are mith, legend, fable, fairy tale, folk stories and etc.

Knapp & Watkins say that "if we have a tendency to can not says narrative just concerning amusing the reader, though that usually continues to be. Also, narrative ough to a controlling group character on the far side that of being a medium for entertainment. Narrative is additionally a strong medium for dynamical social opinions and attitudes".²⁷ Then, it is additionally a large/big

²⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 24.

²⁵ R. Barthes, *Introduction to the Structural Analysis of Narratives*, in: *Image-Music-Text* (London: Fontana, 1977). p. 237

²⁶ Diah Paramita Sari and M.Sabri, *Using Story Circle to Improve Students' Ability in Writing Narrative*, (INOVISH JOURNAL, Vol. 2, No. 1, June 2017). p. 75.

²⁷ Peter Knapp and Megan Watkins, "Genre, Text, Grammar: Technologies for Teaching and Assessing Writing". (Australia: University of New South Wales Press Ltd, 2005), p.220

category there on that will simply provide accommodations opposite single/lot categories and still stay leading.²⁸ From this statement, Narrative is powerful entertainment than will amendment social opinion and perspective and it will simply accommodate one or a lot of the opposite genres and still stay dominant.

In addition, a narrative text sometimes contains lot of dialogues. The sample of easy narrative text is connected below with the generic structure such as of orientation, complication and resolution,²⁹ they are:

Table 3
The Generic Structure of Narrative Text

Generic Structure	Meaning
Orientation	In this part, the author presenting the characters, the time and also place.
Complication	In this part, the main character attempts to solve problem.
Resolution	In this part, the story will be ending and containing the solution. ³⁰

D. The Concept of Reading Ability in Reading Narrative Text

Narrative is among of text that student needs to apprehend. Narrative text is story or narration although it's true or fictions. Joyce & Feez stated that a narrative is story approximately one or else more than two individuals who solve a problem. It furthermore describe narrative display reaction of capabilities of persons, discover their group also educational morals and amuse readers. The aim is amuse people and catch their of the reader or

²⁸ *Ibid*, p.221

²⁹ *Ibid*, p.227

³⁰ Lilis Pristiani, "The Influence of Using Think Pair Share (TPS) Technique towards Students' Narrative Text Writing Ability in The Tenth Grade of SMA Persada Bandar Lampung at The Second Semester in The Academic Year of 2016/2017". (Unpublished Undegraduated thesis: UIN Raden Intan Lampung, 2017), p.20

listener consideration of the story³¹. Depend on previous statements, it can be concluded that narrative can inspiring by the writer's their experience or fiction. Reading narrative text ability means someone who has ability to extract information by communicate or make sense of narrative text with his knowledge, abilities, also strategies toward achieve purpose of reading activity.

E. The Concept of Writing

As Harmer definite that “the four skills mutually writing. They are, speaking, listening, writing and reading. They have continuously designed the syllabus fragment within English teaching learning”³² Writing could be advanced progress also maximum analysis writings acknowledges problem that pose the students. Those appears affordable toward assume and than that learning of writing which is advanced similary.³³ From those statements, we are able to concluede that writing is advanced proecess and among four skills that always formed part of English.

Writing could be a combination of thought and activity. Writing could be a complex, multidimensional, contextually situated activity³⁴. In writing, the author must choose and organize the very fact so as to holdout a particular purpose and himself should undure the extreme mental activity concrned in figuring out his own issues of choosing and organizing in writing. It's not

³¹ Dini Utami Mulyaningsih, *Loc. Cit.*

³² Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.31

³³ Vicki Urquhat and Monette Molver, *Teaching Writing in the Content Areas*. Alexandria: ASDC. 2005, p. 6

³⁴ Peggy O'Neill, et al., *A Guide to College Writing Assessment*. (Longan, Utah: Utah State University, 2009), p. 51

instant process. Writing is activities to precise to take placed concepts/assumed on paper. Oshima thought that writing could be a progression, because it goes completely on various steps.³⁵ This is same when after they try and put in writing, they need many steps. Based on Harmer, there are several steps of writing, they are:

1. Planning

In this stage, they need thinking around 3 topics. First one, the writer must contemplate their writing's aim, what they're writing for also the organization's content. Before they begin to put in writing/stylishness, the writer struggle also agree what's they're progressing toward write. Experienced researcher set up what they're progressing to write. For a few authors these several include creating feature transcripts.

2. Drafting

In this stage, we may talk about a bit the primary form of writing as a draft. Variety of drafts is also created on the means the ultimate final version as the writing process into editing.

3. Editing (reflecting and revising)

In this stage, before they create a new text, writer have created a draft, sometimes we recite the transcript to understand or not, a little should be additional/removed or not. It was referred editing.

³⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, New York: Longman, 4th Edition, 2006, p. 265

4. Final version

In this stage, when we had revised our draft, we created changes that take into account being necessary, they turn on their final version.³⁶

F. The Concept Writing Ability

The essential methods that provide language mastery over and done with information through each writer also reader means writing. It means writing that are capable and take messages to readers thru places and time student's language. Hyland ever said that writing means considered associate extra time of grammar and open the way to underlining patterns of language from side to side of creation and trying student's habit in their ability of good formed supply sentences.³⁷ Based these statements, writing is crucial ways in which to transfer information through a language mastery testing student's ability to supply well-formed sentences which the author ought to explore concept and completed in very paragraph also the students ought to have ability in writing.

Nunan stated that writing ability defined as respond the student of stimulus that has given of the right reaction by affording to certain ability's explanation.³⁸ In this case, writing has five aspects. Based on Tribble said, here are 5 criteria of scoring of writing; such as:

- a. Content: In this part, content must be relevant to the topic and the element of writing concepts express (unity).

³⁶ Jeremy Harmer, *Op. Cit.* p. 4

³⁷ Ken Hyland, (1st Ed), *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

³⁸ David Nunan, *Language Teaching and Methodology: a Textbook for Teachers*. (New York: Prentice Hall, 1991), p. 91

- b. Organization (form): In this part, concepts of the organization must be clearly stated and supported, logically sequence, connective and appropriately use (cohesion).
- c. Vocabulary: In this part, the content must be appropriate with the section of words.
- d. Language: In this part, the language must be grammatical forms and syntactical pattern.
- e. Mechanic: the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).³⁹

In different words, if the author needs to understand writing ability she or he must know what the characteristics of system of scoring such as: task fulfillment content, organization, vocabulary, language and mechanics.

G. The Concept of Writing Ability in Narrative Text

The good narrative text is a creativity. The author should also perceive the points that have got to be present in writing narrative texts. In written this text, the author must be expressive the ideas/ topics of that text whereas still taking note linguistic structure and features of language of narrative texts. Also, authors should pay attention to five aspects of writing, they are: content, organization, vocabulary, language, and mechanics. In writing narrative texts, stories should even be written sequentially, thus there is a generic structure that has got to be followed, namely orientation, what are characters display within story, where the story is taken, and when the action

³⁹ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

takes place. Then, complications/sequence of events. The story is driven by a series of events, where we have a tendency typically expect some quite complication or problem to appear. Then, there are complications that concerned the main characters and infrequently perform (temporarily) towards them, to realize their goals. Narratives reflect the complications we have a tendency to face in life and have a tendency to convert us that they will be resolved, and at last the story over with a resolution. In this phase the author gave some problem solving to finish this story.

H. The Correlation between Reading and Writing Ability in Narrative Text

Reid says that “correlations exist between effective readers and effective writers.”⁴⁰ Tierney and Pearson assumed that in someone’s heart to understand the connection of reading/writing relationship, they need activate to sight reading and writing as essentially similar processes of meaning construction.⁴¹ One of the first reasons that we have a tendency to read is to find out. After we have writing a narrative text, the writers telling a story or ideas. The ideas are often gotten through reading.

When the student read a variation of genres, it will helps they to learn text structures and language. After that, they may relocation what just their read and transform to their own writing. The act of writing is of transmittion information that we have a tendency and should have information to share before we can write it. What we learn about the four language (listening, speaking, reading and writing) will be integrated and develop in one supports

⁴⁰ Joy M. Reid, *Loc. Cit.*

⁴¹ Tierney, R. J., & Pearson, P. D, *Loc. Cit*

development in another. Therefore, reading plays a serious role in writing. Rijlaarsdam said that reading nourishes writing⁴². Reading provides students models for the structure of sentences and paragraphs, vocabularies, and suggests an acceptable topic and content for them once writing a narrative text. In addition, reading provides students with previous information that they will use in their stories.

I. Frame of Thinking

Reading ability is somebody who has ability to extract information from written or printed text and using his or her knowledge, skills, and strategies to realize the aim of main idea (topic), expressions/idioms/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas and vocabulary in context.

Reading is not capability that may be thought of simple. When they will apply their writing, reading can also help students study the language and the structures. When reading, we can get topic. And from that we will write a text. Writing is a crucial factor within the process of achieving a language. After we able to write something, the author was easier to deliver what he/she has in mind. Writing is also using in daily life as same as other language skills (speaking, listening and reading). In this case, researcher thought that reading ability have correlation with writing ability. If the student reading ability in is good, it can be expected that they were good in writing a text. If

⁴² Gert Rijlaarsdam. *Loc. Cit*

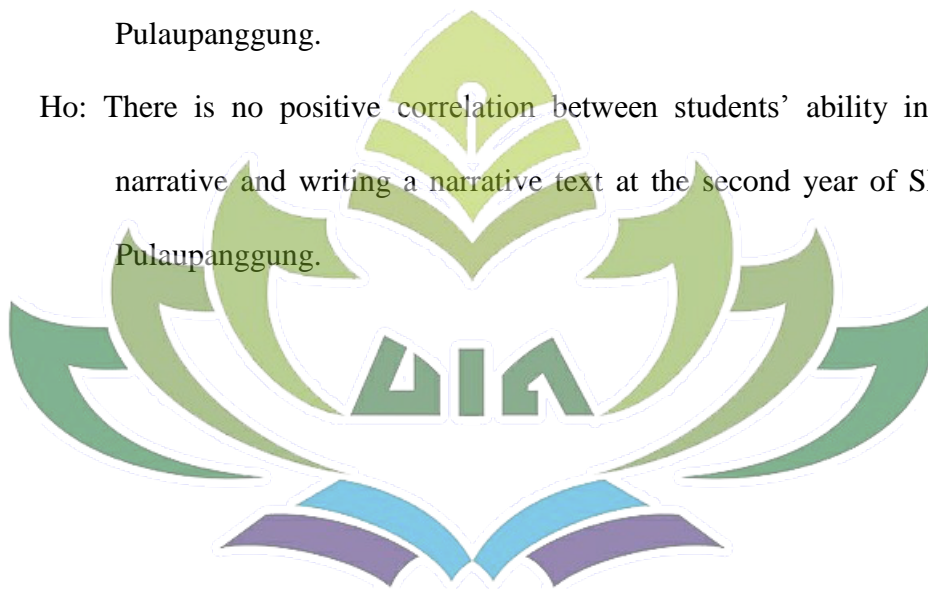
the student ability in reading is moderate, it can be predicted that they were moderate in writing text. Meanwhile, if the student ability in reading is low, it can be predicted that they were low in writing a text.

J. Hypothesis

The hypotheses of this research are:

Ha: There is a positive correlation between students' ability in reading narrative and writing a narrative text at the second year of SMA N 1 Pulaupanggung.

Ho: There is no positive correlation between students' ability in reading narrative and writing a narrative text at the second year of SMA N 1 Pulaupanggung.



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